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ADDRESSES

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DELIVERED

AT THE OPENING

OF THE

IOWA STATE

AGRICULTURAL COLLEGE,

MARCH 17, 1869



DAVENPORT, IOWA :

GAZETTE PREMIUM BOOK & JOB PRINTING ESTABLISHMENT.

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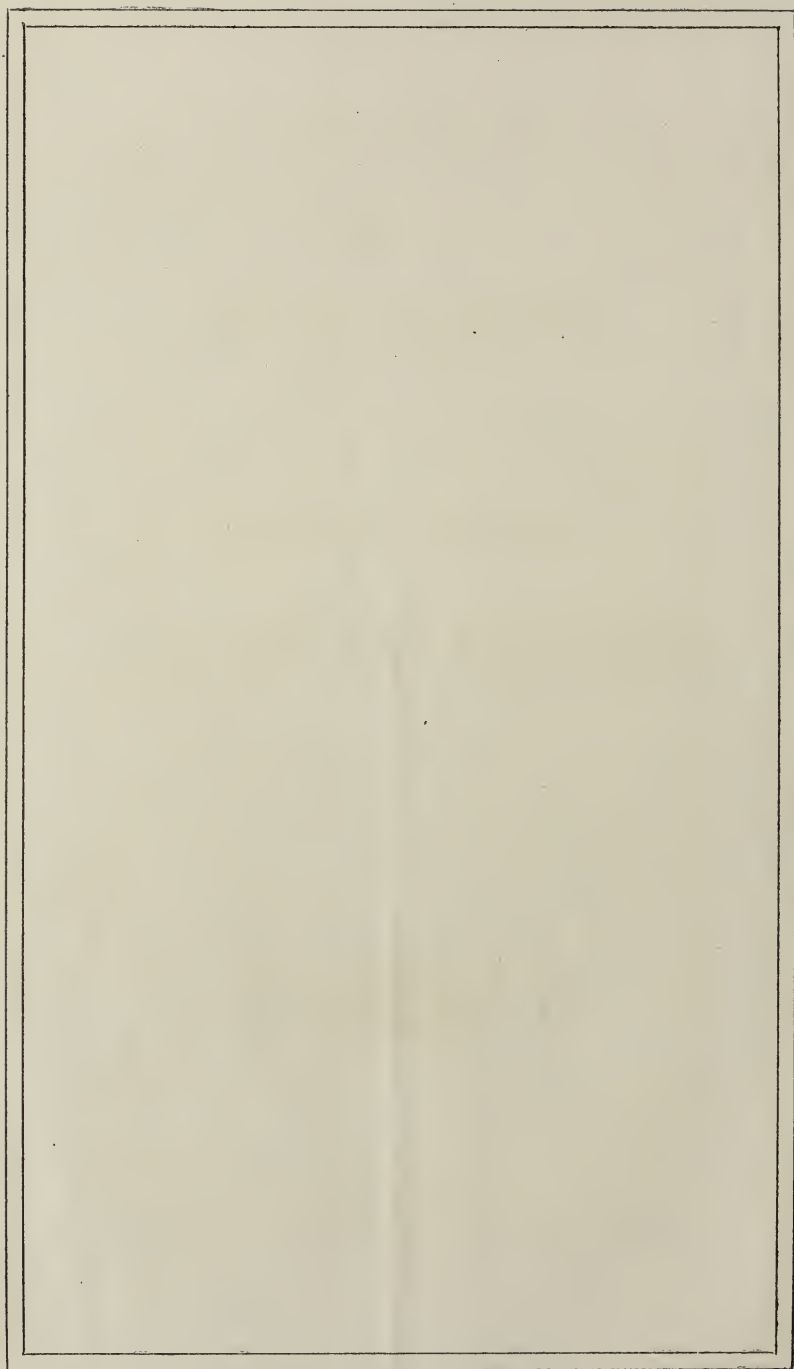
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ADDRESS OF WELCOME.

BY LIEUT. GOV. SCOTT.

Mr. President, Ladies and Gentlemen:—This is the day that we of Story County have long and anxiously waited to see. The proposition to locate an Agricultural College somewhere in Iowa, elicited, as well it might, a lively interest in many localities in the State, and Story County was finally selected, being centrally located, and offering superior advantages, and you are convened to-day to witness the consummation of this long hoped for event.

I have been unexpectedly called upon to make a few remarks on this interesting occasion. In the name of the Board of Trustees, of the students, of the multitude here assembled, in the name of the State of Iowa, young giant as she is, and in the name of this, one of the grandest schemes ever devised by men for the education of the young men and young women of a State, I bid you welcome. The interest which the State has taken in organizing this great event, should be ever remembered by the farmers of Iowa, with the most lively pleasure. This should be considered a great day in the educational interest of Iowa—great because it promises great results; great because it aims to educate the farmers' sons and daughters in all the arts calculated to render life useful.

Many of the members of this Board have long been engaged in this enterprise—have labored faithfully, hopefully—and to these this must be a happy day.

This is an untried experiment here. Some may be disposed to say that in Agricultural education, you should not be hasty in pronouncing anything a failure that has not yet been fully tried. It is true that we hear, from several other States, accounts of unsuccessful experiments in this direction, but I have full faith to believe that even in those States, success will yet crown their efforts.

Some have even questioned the right of a State to originate an enterprise of this kind, but when you candidly consider the merits of the case, we think no man can say that the State of Iowa has not the right to establish an institution of the kind which you are here to inaugurate to-day. The people of Iowa have always manfully borne their share in all public enterprises and necessities, whether in cutting down hills and filling up valleys for railways, or in drawing the sword when the life of the Nation was imperilled.

Have we done all we should to develop the agriculture of Iowa? If not all we should, I would ask if we have less farming land in cultivation than any other State in the Union in proportion to our population? When we consider what we have done, we can contemplate the future with pride.

Shall we hold on, and allow other nations to outstrip us? If thirty years ago, the prophecy had been made that we would be here to-day engaged as we are, or that the useful arts and sciences, —agricultural and the mechanical arts—would to-day stand among mankind as they do, the person making this prophecy would have been pronounced insane. Shall we venture to prophecy what this institution will be three years hence?

The education of man and woman up to the perfection of manhood and womanhood is not the work of a day. This is the work of years. Be patient, wait till time shall enable the Professors of this Institution to develop it to its full capacity.

To the pupils I would say, if you accept the opportunity offered to you here, you yourselves in this acceptance agree rigidly and faithfully to observe the rules laid down for the maintainance of order in this College.

I would say to the young men who are here to study agriculture, whatever crops you sow, leave out the sowing of *wild oats*.

Humbly for myself, proudly for Iowa and for the Professors of this Institution, in the name of the educational interests of Iowa, I again bid you a hearty welcome.

ADDRESS

OF EX-LIEUT. GOV. B. F. GUE, PRESIDENT OF THE BOARD OF TRUSTEES.

Fellow Citizens :—More than eleven years have come and gone, since the first steps were taken towards the establishment of a State Agricultural College, for the especial benefit of the sons and daughters of the working people of Iowa. While the great mass of our citizens have been engaged in their own private affairs, and absorbed with their own schemes of amassing wealth, securing political advancement, or in the pursuit of pleasure, a few only have been engaged in the great work of projecting, organizing, and building up an institution, which we confidently believe is destined to exert an important influence on the people of our young State in the future. So slowly and quietly has this work been going on, that as intelligent as our citizens are, and well informed on most ordinary subjects, nine-tenths of them to day are, in a measure, ignorant of the history, aims and purposes of this Institution.

I do not propose to weary your patience with a recital of all the important facts connected with its early history, or the various means used to accomplish the work, nor refer to the names of the earnest friends of the project, who have, from time to time given their influence and best energies in its behalf.

But upon this occasion of the formal inauguration of the Iowa Agricultural College, when the time has come for the Trustees to place it in the keeping of the Faculty chosen to take charge of the great work to which it is dedicated, it may not perhaps be considered improper to refer briefly to its origin, and the chief aim of those by whom it was originated.

It was not because the founders of this Institution wished simply to add another to the number of Colleges in the State, but because they had become convinced that none of these already in existence were organized upon a plan that placed them within reach of the industrial classes. It was to supply this want that induced the advocates of the Agricultural College to devise the new plan, frame a bill, and press through the Legislature the organic act which has given to our State this College, dedicated forever to the education of the working people.

The founders of this Institution were three or four young men, who had worked their way through long years of weary toil into the Legislature of their adopted State. From the days of early boyhood they had often keenly felt the need of some institution of a high order, within reach of the hundreds of young men whom poverty alone keeps out of our ordinary Colleges. However ambitious such young men may be, to stand side by side with the sons of their wealthy neighbors on the plane of education, there were few if any Colleges at that time, in which they could hope to enter, with a reasonable probability of being able to graduate. Colleges were for professional men, and the sons of the wealthy, and the children of a "small fisted farmer," or "greasy machanic," or common laborer, were not expected to aspire to the knowledge which was there in store for the favored classes.

It is true, that occasionally a young man of the industrial classes had, by toiling early and late, by enduring the jeers and taunts of his more fortunate companions, succeeded in working his way into, and through a literary college. But in doing this, he too often ruined his health, and utterly destroyed his taste or inclination for any of the industrial pursuits of life, naturally drifting into some one of the over-crowded learned professions. It is not strange that he should; for the entire college course trains the student for the learned professions, and indirectly, but most effectually, teaches him to abhor labor and despise the laborer.

To correct this evil, and found an Institution within reach of the young man of moderate means, in which a thorough education, combined with a practical knowledge of the sciences taught, illustrated in the field and workshop, where labor should be honorable,

and a part of the course of instruction, was the ruling motive which actuated the projectors of the Iowa Agricultural College.

With these ideas steadily in view, its founders provided in the organic act that all students should be required to labor, as a part of the course of instruction, thus making labor honorable, and idleness dishonorable. Not that labor should be compulsory where it was distasteful, but providing *one* College of a high grade, where one of the qualifications for admission should be a cheerful acquiescence in the soundness of the labor theory and practice. The project met with determined opposition in both branches of the Legislature, and was agreed to, only after the most persistent efforts of its friends had been exerted to the utmost. We succeeded in getting the organic act, with an appropriation of \$10,000, a sum barely sufficient to purchase a farm upon which to build up the College. So bitter was the opposition to the project, and so little were its aim and objects understood, that for six years no further aid could be obtained from the State to assist in the erection of a building.

During these dark days, when the future of our projected Institution seemed shrouded in gloom, when the most sanguine of its friends could see little hope of success, when we had realized the full magnitude of the undertaking, utterly destitute of resources necessary to carry out our plans, with nothing but a great prairie farm, wild, but beautiful in its wildness, remote from railroad, river, cities or towns, it seemed far better adapted for the quiet retreat of some pioneer farmer and backwoods hunter, than for a site upon which to erect a College for the children of the farmers and mechanics of a great State. I remember well my first visit to this spot, years ago, long before the North Western Railroad was projected. Striking out north from Des Moines, on to the great sea of prairie that then stretched, in almost unbroken wildness, to the Minnesota line, the great monotonous plain of waving grass only broken here and there by scattered groves, and meandering through it the sluggish river of fragrant name, that, skirted with timber, seemed like a long line of straggling sentinels, guarding the great plain from the approaching civilization that had just begun to encroach upon its boundless domain. A few log cabins of the early

pioneers contained the entire population that then inhabited the country between the Capital and the College Farm. Arriving upon the ground designated by that classic name, it seemed to me that it must have been selected as a place of exile, where students would some day be banished, remote from civilization and its attendant temptations, to study nature in its native wildness. Standing on the eminence where the College now looms up, we could only see one of the most beautiful landscapes in the west, but almost as wild as when Noah's Ark floated over a world of water. *When and how* a great State College was to be built up here, was a problem too difficult for any of us then to solve. But we had got the idea, the land, and an endorsement of the Legislature, and we must work it out.

By a fortunate combination of circumstances, the great east and west railroad that first crossed our State, was located through our farm, bringing us in communication with the world, opening up these great wild prairies to settlement, and affording a means of transportation for the vast amount of material needed to improve and stock our farm, and erect the necessary buildings.

Soon the surrounding country began to be dotted over with farms, houses, groves and orchards. The little village of Ames sprang into existence, and the location, which was so fiercely denounced, and unsparingly criticised for years, has finally proved to be admirably adapted to the purpose in view.

While we were patiently waiting for more auspicious times, these surroundings had quietly crept about the chosen spot, transforming it into a busy, thriving, active, central location, accessible for all the State.

During these long years of waiting, the friends of the proposed College were not idle. They had barely succeeded in getting an endorsement of their scheme from the Legislature, with an appropriation so insignificant that almost the entire means necessary to establish, build up and maintain a College upon their favorite plan, must yet be devised. It was evident, from the determined opposition which the small appropriation had met with, that other aid than the fickle and uncertain action of a Legislature must be invoked to insure final success. The public can never know

the anxious thought, the earnest and persistent labor, devoted by its early friends, before daylight seemed to dawn upon the formidable undertaking. After consultation with friends of the plan in other States, it was determined to ask the General Government for a grant of the public lands, similar to that made for the support of our State University and Common Schools, the proceeds of which should be held as a permanent endowment fund for the support of Agricultural Colleges. After years of earnest work, Congress was induced to pass an act granting lands for the benefit of Agricultural Colleges, to the amount of 40,000 acres for each member of that body, giving to our State the magnificent grant of 240,000 acres, all of which was selected within our own limits, reduced however by the selection of railroad lands, to 204,000 acres.

With the acquirement of this magnificent endowment, the friends of the College were confident of ultimate success; and from this time forward worked with renewed hope. The terrible civil war which here intervened, absorbed the entire attention and best energies of the government and people for four long years, fraught with events of such magnitude, sufferings so fearful, and expenditures so enormous, that they will never fade from the memory of that generation. All works of minor importance must give way to the great overshadowing one, of preserving our government from destruction. With the first dawn of peace, the Legislature made a liberal appropriation for the erection of the long delayed College Building. None but those engaged in the work can form an adequate idea of the obstacles encountered, difficulties overcome, delays and annoyances innumerable, that have attended the erection and completion of this building. It has been the work of years; and scores of mechanics, artisans, and laborers, have been employed upon it, under various contractors, superintendents, and architects; so that whatever of success or failure, credit or blame, attaches to its builders, is rather widely distributed.

It has been the aim of the trustees to provide it with furniture corresponding in style with the architectural beauty of the structure, and to supply it with heat, ventilation, light, and water, in abundance, in every part and upon the best plans attainable.

The Cabinets, Laboratory, and Library, are yet in their infancy, but steps have been taken to begin the slow work of providing

them on a scale commensurate with the importance of the Institution they are to supply. But buildings with convenient and costly equipments, are only a part of the necessary instruments required in the creation of a great Institution of learning. These may all be provided with a lavish hand, and of the most approved finish, with skill, taste and judgment; but without live, earnest, intelligent and faithful instructors, utter failure will be the final result. It is difficult to select and procure a corps of professors, eminent in the various attainments for an ordinary literary college, notwithstanding thousands of graduates are being ground out of them every year. But how much more difficult it is to select a faculty eminently qualified to organize a College upon a new plan, radically different from the common method, in most of its purposes and aims, none but those engaged in the work can realize. Very few of the educators in our country had ever given the subject and plan of Agricultural Colleges a serious thought; and it was no easy matter to find men of undoubted qualifications for this new field of labor. A few prominent features of the new enterprise had been settled by law, and determination of the trustees. First, every student must be willing to perform from two to three hours of manual labor each day, under competent instructors, for the purpose of learning by actual participation, the best methods of performing the details of those operations closely connected with Agriculture, Horticulture, and Mechanics. They must not only understand the theory, but the practice must be familiar to them; that while thorough knowledge of the sciences and arts were being acquired, habits of industry, and a love of intelligent labor would be attained. There must be no favored classes; all must join in these exercises, whether rich or poor, high or low, male or female.

The course of instruction must be eminently practical, in order that every day spent in College should be made profitable to the student, and that years should not be squandered in acquiring a knowledge of the ancient and dead languages of past ages, to the exclusion of the more valuable knowledge of those branches which relate to the present, with its boundless fields unexplored. Other Colleges all over the world, are devoting their best years to teach-

ing Latin, Greek and Hebrew, and no student can enter them, select his own course, and pursue his search for the more useful knowledge relating to his chosen business in life. No matter how little time and means he may have to spare, he must spend years in the old routine, in the old rut, musty with age, because it is in the regular course. One great aim of our modern Industrial Colleges, is to build up and maintain a class of institutions, to supply a want long felt, for the benefit of that large and increasing army of students, who prefer to acquire a more thorough knowledge of the natural sciences, and useful arts, rather than get a smattering of everything, and a thorough knowledge of nothing.

Again—the ordinary Colleges are beyond the reach of the young man of limited means, and of the young *lady* of any station, ambition or accomplishments. Their doors are closed to the poor, virtually, from the great expense required, and are absolutely closed to girls and young women, through the prevalence of that remnant of barbarous ages, which holds that man is the lord of creation, and woman his inferior, and only entitled to such privileges as he sees fit to bestow upon her.

It is one of the chief aims of this College to break down these barriers which belong to the darker ages of the past, and open these doors to any of God's people, whether high or low in social circles, rich or poor, white or black, man or woman. It is not in accordance with the spirit of the age, or the liberality of our State or National Government, to exalt the strong, the wealthy or the favored few, and trample upon the rights of the weak, the lowly, and the poor.

Our State is one in which manual labor must ever be encouraged, respected and recognized as honorable and commendable. Our vast and varied undeveloped resources invite the laborer to every field and branch of industry. Millions of acres of the most beautiful and fertile land that the sun ever shone upon, lie within our borders, as wild and uncultivated as the unexplored regions of Central Africa. Our mines of richest minerals are almost undisturbed by the pick and shovel, waiting for skill, knowledge, and labor, to develop incalculable wealth. Millions of dollars are yearly sent off to foreign nations and distant States, to purchase

a thousand varieties of manufactured goods, that can be produced as well at home. Our State is one vast storehouse of undeveloped wealth, waiting for the labor that alone can make it available. No where in the wide world is there a broader or more inviting field for every branch of industry, and no where is the laborer more liberally rewarded. Our material prosperity as a State and people, is entirely dependent upon the degree of industry that shall characterize our citizens. We can only hope to see labor cheerfully and generally acquiesced in, as an honorable and desirable occupation, when it is respected, encouraged and honored by the intelligent, the refined, and the educated. Every State institution should stamp it with respectability, honor its votaries, and encourage its general diffusion among all classes of our people. In this the "People's College," dedicated to the encouragement and promotion of industry, we must aim to make labor attractive, not only to the boys who are here seeking knowledge in their department, but to the girls, who can never become accomplished and thoroughly educated women, without a knowledge of the art of housekeeping, and the best methods of conducting every-household occupation with system, intelligence, and womanly grace. The most alarming feature of our present system of educating our girls, is the almost total disregard of those branches known as the useful and practical, that will prepare them for the proper discharge of the best and noblest duties of rational and intelligent women. Our fashionable boarding schools for girls are too often but the nurseries of all the follies, and frivolous, trifling superficial acquirements, that totally unfit them for the important duties, higher enjoyments, and nobler works of rational life. They are instructed in the various minutæ of etiquette and popular accomplishments, that vitiate the taste, dwarf the mind, and direct the thoughts in pursuit of vanities, that can never satisfy a true and noble woman. We then close the doors of our Colleges in their faces, and exclude them from a fair competition with boys and young men of their own age, in the higher branches, that are calculated to discipline the mind, enlarge the understanding, elevate the aims, tastes and desires, and qualify them for the most exalted places in society. We exclude them from the learned professions

which lead most directly to preferment, position, influence and power. We deny them the ballot, the acknowledged instrument for the preservation of *our* liberties and the maintainance of *our* rights, against injustice, oppression and tyranny. After having thus shut them out from the acquirement of knowledge, excluded them from fair competition in the race for worldly honors and power, and deprived them of all participation in the enactment and administration of laws, under a professed Republican Government, the wise men coolly turn round and assert that they are intellectually our inferiors, incapable of high attainments in science, art and general education. If they are, it has yet to be demonstrated by giving them equal advantages with us, in all of the means we use, and the aids we call to our assistance. I am proud to say that it is one of the aims of this College to break down these barriers, musty with age,—as unjust as they are ancient, and open our doors wide to the anxious seekers for knowledge, extending to all, regardless of sex, color, or condition, equal privileges and equal rights, in every department. Had our boys for successive generations, been taught that the great aim of life was to excel in senseless small talk, and ball room grace, to wear a faultless coat and a fancy neck-tie, to cultivate small feet, soft hands, and a captivating moustache, to discard every useful occupation as ungenteel and degrading; been excluded from Colleges, from the learned professions, and from any participation in the affairs of government; taught that manual labor was vulgar, and that the chief end of man was to get married at eighteen, how much superior would we have been intellectually, to our wives and sisters, think you! I apprehend that under such training, for even a dozen generations, Danial Websters would have been full as rare among men, as Anna Dickinsons are to-day among women.

If our College only succeeds in aiding in these great reforms, ennobling labor and elevating the laborer in public estimation, placing him where he belongs, in the front rank of society, with an education inferior to none in all that is useful and available, and leads off in trampling into the dust the old prejudice against educating our girls and boys alike, and together, it will amply repay the coming generations in this dissemination of correct ideas, far more than it has, or can cost.

In the selection of President and Professors thus far made, we have aimed to procure those only who accord with these ideas, upon the successful demonstration of which I believe the future usefulness of this institution depends, in a great measure.

I am confident that we have been remarkably fortunate in our choice of the men selected to undertake this great work, and carry it on to a triumphant termination. But if any should fail to meet the expectation of the friends of the cause in the future, as time and work shall demonstrate, they will drop out of the ranks, and their places be filled with new recruits. Men may fail, but the great reform cannot; it is founded upon justice, equality, and the purest principles of republican simplicity, and is the great requirement of our State and country. We have already passed through the stages of doubt, ridicule, reproach, slander, ignorant fault finding, and malicious misrepresentation, unscathed. We shall never turn back to conciliate the enemies, whose harmless shafts have been hurled in vain for more than eleven years. At every step of advance we see new light ahead; the dark days of despondency and gloom have vanished before unyielding faith, and tireless work.

We do not expect unmeasured prosperity and cloudless skies in the future; mistakes will occur, and errors of judgment attend all human undertakings; but so long as we are not too wise to learn, they only delay, never defeat a good work, if the workers are true to themselves and the cause. Eternal vigilance is the price of Liberty, no more surely than is *unyielding persistence* the price of Success in all great reforms.

Colleges and Universities, in the true sense of the term, do not rise up in a day, or a generation; they are of slow growth, like the giant oak. Weak in the beginning, they strengthen with age, and rocked with the winds, and rent with convulsions, they grow on, breasting the storm and towering aloft, as centuries roll by, annually shedding from their massive branches countless germs of other little oaks, from which in time grow up mighty forests.

So with these institutions of learning: small in the beginning, but strengthening with years, until like Cambridge, Harvard, and Yale, they number among their students the greatest minds and

most eminent statesmen, orators, authors, poets and divines of the age. Who of us can foresee the future of this Institution, which we this day dedicate to the *education of the working people of Iowa*? It needs no prophet to foretell that its influence upon the youth of these classes, must in no very distant future be felt far and wide. We may not live to see the day, but the time will surely come in which graduates of the Iowa Agricultural College will be found among the most eminent men and women that our State or the country will produce. Educated to respect the laborer in any honorable pursuit, to practice industry in their school days, inculcating correct principles, pure morals, free from prejudice, bigotry, and false pride, they cannot fail to attain the highest positions of honor and trust among their fellow men, and by their lives honor the institution to whose fostering care they are so largely indebted. The names and deeds of Presidents, Senators, Governors, and thousands of the highest officials of the present day, will soon fade from the memory of the ever changing world, but the remembrance of this institution—which we this day inaugurate—will be kept green in the memory of the ever increasing band of noble men and women, who will for all time look back to it as their early instructor in the most valuable of human knowledge. If its founders receive no other reward, their great *work* will not be forgotten, and their names may be kept in remembrance, by some among the thousands of the noblest boys and girls, who shall ever adorn our State.

PRESENTATION

OF THE CHARTER AND SEAL TO THE PRESIDENT, BY GOV MERRILL,

WITH THE FOLLOWING REMARKS :

MR. PRESIDENT :—I have been charged by the Committee with the duty of delivering into your hands the Charter and Seal of the State Agricultural College. Your acceptance of these emblems clothes you with the honor, as well as the responsibilities, attending the management of this most important Institution.

Permit me to congratulate you, sir, upon the flattering prospects which attend your inauguration. The men who are associated with you in the work of instruction, are able and earnest men, enthusiastic in the mission whereunto they have been called. The hopes and good wishes of the people of the State are centered upon you, eager for your success. Your connection with the College dates from its opening chapters, and therefore its policy is yours to originate, shape and establish, with no mistakes of others to correct, with no errors of the past to redeem by the success of the future.

The munificence of the General Government has enabled us to establish this College. To a State like ours, whose wealth of soil, healthful climate and accessible markets, render it the very paradise of the farmer, this bounty has come with a peculiar and happy significance.

To the gifts of Providence let us add the highest improvements of men, not contenting ourselves until we have reared a generation of farmers whose skilled labor shall unite with the fertility of the soil, and beget the largest harvest which nature and science can produce. We have the men to educate—the descendants of the pioneers, whose brave hearts, catching a glimps of the future prosperity which we are even now beginning to realize, were nerved

to withstand the privations and sufferings of the frontier. We have a land flowing with milk and honey, new and not exhausted by long years of productions.

Here, then, let utility of scientific labor be demonstrated. From this institution let there go forth, in annual procession, a line of educated, intelligent husbandmen, trained in the secrets of nature which underlie their profession, and filled with an earnest, devoted enthusiasm for their work.

To you, sir, and your associates, I am happy to give expression to the personal and official confidence I cherish in your fitness for your work. No better wish can be expressed than that your success may be commensurate with its importance. May the fruits of your labors be as abundant and valuable as the fruits of the soil whose mysteries you are called to reveal.

PRESENTATION

OF THE KEYS TO THE PRESIDENT, BY HON. JOHN RUSSELL,

WITH THE FOLLOWING ADDRESS :

Ladies and Gentlemen : The part assigned to me in the programme of to-day, is to make a formal presentation of the keys of this noble building to the gentleman who has been selected to fill the difficult and responsible position of President of the Iowa Agricultural College.

In performing this duty it may not be inappropriate to refer, very briefly, to the history of this building, and to the difficulties, that, from time to time, have fallen in the pathway of those whose business it has been to attend to the interest of the institution in its conception and development.

The Legislature of the State in its session of 1858, first passed a law providing for the establishment of an Agricultural College, and made an appropriation of ten thousand dollars for the purchase of a farm on which to locate it. The business was confided to a Board of Trustees, consisting of a member from each judicial district, and elected by the Legislature. After due deliberation this farm was purchased, and the institution finally located here.

Donations were received from the citizens of the surrounding neighborhood, and Story County, then young and comparatively unpopulated, very liberally donated ten thousand dollars in bonds for the benefit of the institution, which are now being honorably paid from time to time, as fast as the means are received into the County Treasury. Improvements on the farm have been all made; and the fine stock now here, has been all purchased by the aid received in this manner, without a single dollar of appropriation from the State Treasury for those purposes. Up to the session of the Legislature in 1864 no appropriation had been made for the erection of a College building. At that time a law was passed, providing for the commencement of one, the cost of which should not exceed fifty thousand dollars, and twenty thousand was appropriated for the commencement and prosecution of the work. The Board of Trustees procured and adopted plans, and work was commenced. As experience afterwards demonstrated, the architect employed proved to be totally incompetent. He was finally dismissed, and Mr. C. A. Dunham of Burlington, employed to modify the plans, and to superintend the erection of the building. Great changes were made in the original design, the result of which is seen in the noble structure in which we are now congregated. Perhaps it was fortunate for the institution that an incompetent architect was at first employed. The Trustees were bound by the terms of the law making the appropriation to procure plans, the total estimated cost of which, when the building should be completed, would not exceed fifty thousand dollars. The architect made out and swore to his estimates, which were under the amount named in the law. The Trustees were guided by them, and in good faith complied with the law. As was afterwards demonstrated, his ignorance and incompetence was the cause of the adoption of much more extensive plans than fifty thousand dollars ever could have paid for. The State was thus saved from being placed in the ridiculous position of being committed to the erection of a building totally inadequate to meet the wants of even to-day, the first formal opening of the College. The total cost of this building is less than one hundred and twenty-five thousand dollars. I think the experience of to-day proves that it is not even now of sufficient capacity to meet the demands which will be made upon it.

Time, I find, will not permit me to go into further details in connection with the history of the building. Suffice it to say, that the difficulties which have been met on every hand from its commencement until now, have been numerous and perplexing; but by persevering effort they have been ultimately overcome.

I think I can say on behalf of all who have had official connection with the enterprise, that they have, each of them, done everything for the interests of the Institution and the State, according to their best judgment and ability. Many mistakes have been made; many things that have been done might have been done differently were they to be done again by the same parties. After all, the people of Iowa have received the best service that the different Boards of Trustees were capable of rendering to them. On their behalf, I would say, "forgive them their sins," and give them credit for doing the best they could.

In the presentation of these keys to the President of the College, it may not be inappropriate to refer briefly to the keys of knowledge that have, from age to age, been presented to the human race by those great minds whose discoveries and revelations have so largely contributed to the development and civilization of the present age.

Without going further back than the beginning of our Christian era, we find a young carpenter of Judea presenting to the Doctors of Divinity—to the crowds of curious listeners—to a selected twelve confidential disciples—to the Lawyers, the Scribes and Pharisees of His day, the key to a new Religion, embracing the most elevated ideas of *God* and *man*; the purest and most comprehensive system of morality—revealing to the human soul the grand doctrine of everlasting life and the immortality of man. Over eighteen hundred years have passed, and we are just now realizing in their practical application to human life in all its varied relations those great truths, the key to which the Saviour furnished, when, from the mountain top, he proclaimed the elevated principles of his moral and religious revolution. As age succeeds age, and generations follow each other on the great world's stage, his key will continue to be used to open higher doors, leading into a nobler and more elevated conception of the practical application of his principles to the every day affairs of human life.

It is not very long ago since Columbus furnished the key of this grand land of ours to the nations of the old world. That key was forged in his great mind. He was able to see what none before him had been able to perceive. Through much opposition from the superstitious of his age, and through many difficulties, he finally succeeded in opening the doors of this mighty Continent to the crowded and time worn nationalities of all quarters of the globe. Look at the stupendous results flowing from this conception in the brain of Columbus! Many nations have been born almost in a day. The greatest, most powerful and intelligent nationality on earth has been brought into existence and grown up here. But our loved Iowa, one of the grandest and the noblest of the commonwealths composing it, is only a small part of the vast and almost boundless territory.

About two hundred and sixty years ago, Gallileo invented the first telescope. He furnished the key to our modern system of astronomy. He opened to the human soul the doors of grandeur, sublimity and immensity. The vast system of revolving worlds composing our solar system--their immense magnitude--their distance from each other--the rapidity of their motions--the perfect order and harmony exhibited in the working of the grand machinery--open to our minds a tangible demonstration of the infinite attributes of the Almighty, so overwhelmingly sublime and magnificent as to be far beyond the grasp of our finite conceptions.

Without the key provided by Gallileo, knowledge of modern astronomy could not have had an existence.

But a short time ago Benjamin Franklin furnished the world with the key to the Electric Telegraph, which Morse in our own day has so well and so ably employed. Time and space are by its use practically annihilated, so far as the transmission of human thought is concerned. An idea conceived in the brain of any one may be to-day transmitted in a moment to almost any portion of the civilized world. Mountains and rivers, and even the great ocean, form no barriers to the Electric Telegraph. To-day the thoughts of human minds are traveling on the wings of the lightning in the deepest and almost fathomless recesses of the Atlantic

Ocean. Where no human eye can penetrate, and where no human voice can ever be heard, the silent, yet speaking thoughts of man's soul finds a sure and uninterrupted highway.

Thomas Jefferson, in the immortal declaration of American Independence, first furnished to civilization the key to a true system of human government. The great idea of the equality of human rights had never before formed the basis of any system erected among men. It is true, Republics had risen and fallen, but none were ever based on the great central idea of the declaration of American Independence. To-day we are only yet using the key which Jefferson furnished, and are opening up more fully the doors of human brotherhood. We have all reason to thank Almighty God that our own glorious—because good—State stands foremost of all the world in her authoritative practical recognition of the enobling truth.

These are only a very few specimens of the innumerable keys of knowledge that have been from age to age presented to the human race. In the coming future, as in the past, we may expect new ones will be furnished, that will be used, to open wide the doors leading into God's great and infinite library of useful knowledge. We may expect that the ever aspiring mind will continue to advance in acquiring a knowledge of all that pertains to its happiness in this and in all worlds.

Mr. President: In the presentation of these keys to you, Sir, as the first President of this young institution, I would say, on behalf of the Board of Trustees and the State of Iowa, that we gladly confide them to your keeping. We believe we have found in you the man who will be able to make the Iowa Agricultural College all that could be desired or expected of it. Hoping and trusting that this institution in your hands—with the assistance of the able and accomplished ladies and gentlemen who may be your associates—will prove of incalculable benefit to the great industrial community of our State; hoping that the development of the practical industries will be kept in view as the leading idea in all the instruction imparted here; hoping that your success in every respect will be satisfactory to all the people of this great State—I now formally confide to your keeping the keys of this magnificent building.

INAUGURAL ADDRESS

OF HON. A. S. WELCH, PRESIDENT OF THE IOWA STATE AGRICULTURAL COLLEGE.

Gentlemen of the Board :—I accept this charter, and the accompanying keys and seal. I receive them as symbolizing the authority you bestow and the confidence you repose in me. I thank you, both on my own behalf and that of my associates, for the expressions of regard toward us with which they are tendered. I appreciate the greatness of the trust and the distinction it confers. Beyond question I express the sentiment of my co-laborers, when I say in managing the affairs of this important enterprise, we shall look to you for encouragement and support, and to God for wisdom. You will find me always candid in the utterance of my own views, but faithful and earnest in carrying out yours, when legally expressed; and as I now willingly take on myself the responsibilities of the office of executive in this new enterprise, so will I, as willingly resign them to another whenever it shall appear that such action will best promote its interest and progress.

The opening of a new Institution of learning in a new State is an event of no little significance. It proclaims that the period of exclusive devotion to the animal wants is past, and that the period in which the wants of the intellect successfully assert their claim to public attention, has begun. The beginnings of these periods in the olden time were separated from each other, by the intervention of centuries. Slowly, laboriously, and with many partial relapses, the savage tribes emerged from barbarism, and fused into nations—and nations, when the industry and commerce of many generations had produced comparative wealth and leisure, recognizing tardily their own intellectual necessities, planted, at last, the rude germs that have since, as the centuries revolved, grown into the great Universities of Europe.

But modern science and art have wonderfully quickened, nay, even reversed, the succession of those typical events which marked, in long intervals, the progress of nations. No longer does learning await the culmination of material prosperity. The railroad no longer follows, but leads civilization. The shriek of the whistle startles the wild bison of the plains. Telegraph wires span the wilderness. The cottage of the first settler and the schoolhouse stand where the plough has hardly yet broken the virgin soil. A magnificent structure devoted to industrial science, rising towards heaven with its noble towers, is finished, furnished, and peopled with students, ere the seventh harvest is gathered. The college and the new orchard are planted side by side, and will ripen their fruits together. Here the eras of toil and of culture, once separated by a century, are blended into one. Learning and labor, leaping the gulf that lay between, have joined hands, each lending aid and dignity to the other.

Such, my friends, are the startling events which give significance to the hour in which we dedicate these halls to the progress of industrial science. But scarcely of less interest than the novel events that distinguished the opening of this new institution, is the fact that the plan of organization which we have adopted, commits it to the promotion of two great and salutary educational reforms.

One of these is the withdrawal of the ancient classics from the place of honor which they have largely held in our college curricula, and the liberal substitution of those branches of natural science which underlie the industries of this beautiful State.

The other is the free admission of young women, on equal terms with young men, to all the privileges and honors which the institution can bestow.

It is fitting that a college, dedicated under circumstances which find scarcely a parallel in history, should, regardless of precedent however honored by time, establish its laws and arrange its courses of study on the principles of wisdom and justice. Of wisdom, in determining that the learning gathered in these halls shall contribute to the success and dignity of labor. Of justice, in extending to a large class of students opportunities of which they have been hitherto, in great measure unjustly deprived.

The occasion will warrant the giving of the hour to such in elucidation of these two reforms as will present concisely their nature, scope, value and purpose.

The question as to the comparative worth of the different branches of knowledge, is one of vital moment to the progress of education. The values of every branch of knowledge spring from two different sources :

1st. Its effectiveness as a means of intellectual discipline.

2nd. The degree of its adaptation to further the interests and employments of life.

It seems singular that the learned world has hitherto held that discipline is an invariable resultant from the acquisition of knowledge, and that each branch of knowledge confers, of necessity, an increase of intellectual power peculiar to itself in quality and kind. As well might one say that the anvil gives brawn to the arm of the blacksmith, whereas it is the exertion of continually repeated blows alone that lends hardness and power to the muscle. In like manner it is not the knowledge acquired, but the protracted strain of the intellect in the act of acquiring it that brings intellectual strength and acuteness. Disciplined power is the consequence that flows, not from the matter studied, but from the manner of studying it. Given any science whose classifications are wide and philosophical, and whose deductions are logical and rigid, and it becomes a sure occasion of genuine discipline only when the student masters its difficulties by an intense, long continued, absorbing, all-conquering effort. No matter what objects any science or literature presents to the senses—no matter how countless the facts is furnished for memory to gather, or how complicated the problems to be analyzed and solved, it never did and never will impart one iota of valuable strength to the idler who dandles and drones over its pages. On the other hand, whether the subject of study be mathematical or linguistic, metaphysical or scientific, if its abstruse processes be met with a determined grapple that never relaxes until it overthrows the obstacle, then an accession of intellectual power will be the inevitable result.

If the view we have taken be correct, the gaining of disciplined ability depends more on the teacher who inculcates the method and mode of acquiring, than upon the science that supplies the facts to

be acquired, and far more on the pupil than on either. Trained faculties, which under the impulsions of the will, concentrate with resistless energy, constitute one of the elements of greatness. They are the offspring of the severest toil, protracted for years, and they are in the possession of those men only who are most terribly in earnest. It matters little whether such men are in the Cabinet or in the field, whether they build cities or railroads, whether they engage in large mercantile or large agricultural operations—it is in every case the steady systematic toil which, while it accomplishes the outward object, gives disciplined power to the toiler.

Do all studies furnish equally, then, the incentives to that sustained and concentrated application that ultimates in disciplined intellectual energy? Certainly not. All studies are not equally full in the matter they embody—not equally complete and comprehensive in the classifications they exhibit—not equally perfect in their methods or reasoning. The kind of matter, whether words, or qualities, or things, is of far less importance as furnishing occasions for systematic effort, than the variety and completeness of generalizations and deductions. For example, local geography, whose matter has great variety, fails to induce the severe study whose effect is discipline, because of its defective classification; while arithmetic, whose matter has no variety, but whose methods are systematic, is an excellent stimulant to consecutive thought. In mathematics, in language and in science, are found many branches which answer the conditions on which a habit of intense study may be formed, but in the whole catalogue of studies none meet these conditions so completely as the Natural Sciences. The vast variety of beautiful objects they offer to the eye, at once attracts and rivets the attention. The immense vocabulary which their nomenclature has made, can never be compassed without a powerful exertion that renders the memory ready and retentive. Their wide and exhaustive classification, and their innumerable examples of the inductive and deductive processes of reasoning, keep the reflective faculties in a state of constant tension. On the mere question of providing for a superior discipline, have we not acted wisely in compelling the old-time studies of Latin and Greek to give place to Modern Science?

But there are various *kinds* of discipline which differ widely from each other in value and purpose. There is a kind of discipline that stands aloof from the busy industries, that isolates its possessor from the sympathies and activities of those around him; a kind of culture that expends itself wholly on the dead Past, and disdains to soil its delicate fingers by contact with the realities of the living Present. Give us rather, in unstinted measure, that genuine culture that prepares the student to harmonize with and help the toiling multitude. Let every earnest youth strive for the attainment of that sort of intellectual power which, while it prepares him for the duties of the citizen, will enable him to do thoroughly and well his special work in the world. No real discipline is absolutely without value; but that alone is of the highest worth which, in this brief and busy life, fits the worker for the work that lies before him. The visual practice which the sailor, of necessity, gets upon the seas, trains his eye to perceive with quickness and accuracy objects which are far beyond the reach of ordinary vision; and this peculiar perceptive power is far more desirable to him than any ability to discriminate minute objects which are near at hand. The discipline that enables the literary antiquarian to decypher the hieroglyphics of Egypt, is of special moment to him; but for me, who am no antiquarian, it is far better to attain the power to speak and write English with ease and correctness. There is no training so needfull as the habit of mind gained from studying the laws involved in the very enterprise to which one's life is to be given. If you would become efficient, all-powerful, in the art or profession you are to follow, master the principles on which it rests. You will find them numerous and broad enough for all the hours which this short life will give you outside of actual toil. The requisite preparation for the practice of an art is to be found only in the study of the science which underlies it. In the dissecting room, by actual practice of the hand and the eye, must the surgeon attain the skill and the coolness which his vocation demands. In the studying of law, common, civil, and statutory, in the mastering theoretically of the rules of evidence and the practice of courts, must the lawyer find something of the legal acuteness necessarily antecedent to successful practice.

Whence comes the marvelous power of the naturalist to observe and to classify, except from persistent labor in the museum, the laboratory, or the field? True, it is essential that the tyro should come to these studies with a previous discipline; but it is necessary that such discipline should be precisely adapted to the purpose in question. A knowledge of the Greek accents and of heathen mythology does not induce quite the tone of mind which is preparatory to the study of horticulture, or mining, engineering, or to the handling of the surveyor's compass. Nor, indeed, on the other hand, would an extended course in astronomy eventuate in the intellectual status most suitable to the study of law. The simple truth is, that there is no science or language which will serve as a mental gymnastic for all pursuits and professions, or a panacea for all intellectual ills. How much of precious time and precious opportunity has been worse than wasted, because this fact has never been recognized! A genuine discipline preparatory to any special professional study, can be derived only from the mastery of those branches most nearly related to it; those branches whose truths it involves and employs. Thus Mathematics is the natural gymnastic preparatory to the physical sciences, specially those which classify the laws of force. Latin and Greek give the habit of thought proper to the pursuit of philology.

If it be objected that this principle, rigidly followed, would destroy the symmetry of a broad and graceful culture, the reply is at hand. Let the student add to the sciences special to his purpose in life, those sciences which embrace his duties to society and to his country. Political economy, social science, commercial and constitutional law, and moral philosophy, are a harmonious and beautiful group; and if we combine with these our own language and literature, we have variety enough with which earnestness of study can preserve the desirable breadth and balance of culture.

To sum it all up in a single sentence, we want a discipline which will avail in the work we have in hand—the intellectual and moral strength that will enable us to do that work thoroughly and well.

Such are the reasons by which we have been guided in arrang-

ing the courses of study for the various departments of the Iowa Agricultural College. Earnest work for earnest students; work which in every case will serve, by the peculiar culture it brings, as a special introduction to the greater work that lies in the world outside.

But if the various branches which compose our curricula can claim so high a merit simply as intellectual gymnastics, how much higher the rank they hold when measured by the standard of their comparative usefulness; in other words, by the degree in which, compared with many other branches of knowledge, they contribute to the welfare and prosperity of the human race. The criterion by which such a judgment is reached, can be appreciated by the humblest capacity. Clearly, those knowledges are worth the most which contribute to supply wants that are universal and at the same time most immediate and urgent. Not the knowledge that carries our thoughts and sympathies away from real life, to dwell among imaginary deities who conversed languages which are now extinct; not the knowledge that renders the student an indifferent spectator on the stage where toil and suffer the busy millions, but the knowledge that brings him into closer communion and fellowship with his kind, the knowledge that renders him strong to help every enterprise, to feed the hungry, clothe the naked, restore the sick, and crown each revolving year with plenty, is of highest value. All sciences are of value, but those sciences are of most value which answer the demands of universal philanthropy.

We offer you, then, young gentlemen and ladies, as subjects of study, those sciences that classify the forces whose action brings prosperity to man; the sciences that have covered the land with a net-work of railroads, that have stretched the telegraph wires from continent to continent, that have connected a thousand cities, and blended them into one. We offer you the sciences that systematize whatever of beauty or use the eye gathers in its visual range, that develop the subtle processes by which the dead mould is changed into the marketable product, and that reveal in innumerable instances God's unfailing love to his creatures. We offer you for intellectual nutrition the sciences that are most effectual for general culture, most valuable for the special discipline which will

fit you for your future work, and most conducive to the welfare and progress of the world.

The intense earnestness of soul that springs from a hungering and thirsting for knowledge, must do the rest.

EDUCATION OF WOMEN.

The great obstacle to all reform is prejudice. It is, indeed, the agency through which the Arch Fiend strives with most effect to stay the progress of the human race. It fetters the intellect, and subjects the rays of truth to a thousand aberrations. It sharpens the passions, checks every nobler impulse, crushes all generous and liberal sympathies, and, Gorgon-like, turns the heart of man to stone. It is the prolific parent of obstinacy, bigotry, cruelty, and hate. It eulogizes contentment as the highest of virtues, and shudders at innovation as the greatest of sins. It levels its invective, not at the individual according to his merits or demerits, but against class, and race, and sex. Timid, incredulous, taking counsel of fear, it strains at every gnat, and makes a mountain of every mole-hill that lies in the way of attainable good.

It is this narrow spirit that has in all ages arrayed its serried hosts against every advance of humanity towards a better state. But though it has retarded and baffled for a time the progress of justice and truth, it has never wholly paralyzed it. In the very constitution of man's nature, in its great underlying laws, it is written that no grand idea or noble impulse can ever be lost, even though all the powers of death and darkness unite to destroy it.

" Truth crushed to earth will rise again—
The eternal years of God are hers."

From the beginning of the world to the end, there have been and will be, men whose chief mission in life is to doubt and deery every movement from the bad to the better. They scoffed at Noah, yet the Ark rode upon the waters, and the race was saved. They gave the poison to Socrates, but his philosophy lives, and will live to the end of time. They imprisoned Gallileo, but could

not stifle one accent of the truths he discovered. They derided the Baconian philosophy as unworthy and vulgar, yet the Baconian philosophy has given to modern science, art, and industry, all their wonderful triumphs. They proclaimed the African an inferior race—doomed him, therefore, as the proper victim of a terrible wrong, and fastened his fetters with links of steel; but in God's good time his fetters broke like brittle glass, and he walked forth, conscious, in all the new ecstasy of freedom, that though his body and soul were scarred with the cruelty of oppression—for all that, a man is a man.

And now, I hesitate not to affirm, that those who would check with authority, or stifle with ridicule, the movement now making to enlarge the field of woman's education, and consequently of her activities, seem to be actuated by a similar spirit. Just here, I beg that I may be clearly understood. With those who concede to woman rights equal with man's in respect to higher education, but differ with me in respect to the means of attaining it, I have no controversy. Every enterprise which has for its object the elevation of woman by widening the range of her intellectual attainments, shall have my hearty sympathy. But I have neither sympathy nor patience with the opinion so often expressed, that the educational wants of woman are already met; that taste and propriety forbid to her the acquirement of profound learning or professional skill; that the idea of her invasion of the precincts of the college and the professional school, hitherto sacred to man alone, and her consequent admission to professional practice in actual life, are in a high degree offensive to genuine delicacy. But is such delicacy genuine? Is it not rather contracted, capricious, and false? Can that delicacy be genuine which closes for woman the avenues to honorable distinction, withholds food from the craving soul, and condemns her in a thousand instances to a life of trifles? Can that be true taste which, regardless of the wide range of her intellectual and moral capacities, inflexibly assigns her place as the puppet of the parlor or the drudge of the kitchen?

It is true that the enjoyments and comforts of home, whether lofty or lowly, are, when hallowed by affection, the most precious of earthly possessions. It is true that woman is the natural

guardian of these treasures, the priestess in this sacred temple, the preserver and promoter of domestic joys and virtues; but is this all of human life to her? Dignified and indispensable as are the domestic duties, who does not know that there are multitudes of women to whom they do not furnish employment, and multitudes more whose intellectual needs they do not fully supply? In the wide variety of our mental and moral wants, is written, without distinction of sex, "man cannot live by bread alone."

But grant, for the moment, that home occupations and the stinted measure of other employments which public opinion now yields to woman, are ample enough—where are the facilities for an education which would adequately prepare her for even these? Only four institutions in this broad land teach to girls the theory and practice of housekeeping, and the various handicrafts connected therewith, and not one furnishes any systematic instruction in the higher and holier duties appertaining to the mother and the wife.

But let us submit this question to the test of a genuine philosophy. Let us settle it, not by the ever-varying standard of a capricious taste, not by notions of propriety, which are spurious and fickle, but by the decisions of an inflexible logic.

First, then, it is universally recognized as an axiom in education, that every human being has a natural right to the free exercise and complete development of every power which God has implanted in his or her mind. Not on the wide earth can there be found one man or woman who does not inherit this inestimable right—not one who does not hold it by a tenure as unquestionable as that by which he possesses the faculties of his own soul.

In this great truth lies the very essence of a rational freedom. Take from an intelligent creature, of whatever sex or race, the power of free thought, free investigation, and free speech in all the directions in which intelligence may legitimately act, and in so far you reduce that creature to a condition of intellectual bondage, for which neither social enjoyments nor material pleasures can ever compensate. Not the least of all the wrongs inflicted by the harem of the East and the plantation of the South, was that each condemned its victims to the degradation of perpetual ignorance.

If, then, the mental powers with which humanity is endowed, include, in the laws which govern their activity, the right to unlimited culture and growth, it follows that we must accord to woman facilities for education equal and identical with those of man, unless it can be shown that her faculties of mind differ from his either in their nature or number. That the mental capacities of woman are the same in number with those of man, it is idle to deny. But if there be found one who embraces so absurd a theory, let him name the particular element in her mental organization which is wanting. Can she not see, and hear, and smell, and taste? Does she not apprehend and analyze, abstract and imagine, classify, generalize, judge and reason? Does she not experience all the countless shades and undulations of feeling? And are her desires and energies of will less numerous or less powerful than yours, my ancient friend? Clearly no argument against giving her the widest range of choice as to the means of her own culture, can rest for a moment on so singular a basis. And the only other ground on which it can find the semblance of a foothold, is the assumption that the faculties and feelings of woman's mind stand in such relation to each other in their natural growth as to constitute, by the predominance of some over others, what are called the characteristics of the sex. It is asserted, for example, that woman is the creature of impulse; that in the affairs of life her decisions spring from sympathy rather than from judgment; that her objects of thought are individual things rather than classes, and that she is incapable of the wide generalization which perceives a law in every event, a principle in every fact.

But these characteristics belong to those women only whose education is defective and narrow, and who have been confined all their lives long, to a limited range of observation and experience. And they belong, to a large extent, also, to men who, with a similar lack of culture, have lived under similar conditions. The simple truth is that a predominance of the emotions over judgment and reason, is, in either sex, the offspring of ignorance or injudicious training, and the more need have we of such a system of education as shall, in all cases, restore the lost balance.

It is pertinent to the subject to dwell briefly on the real mental

distinctions manifested by women as peculiar to the sex. The enquiry is subtle and difficult, but not wholly beyond solution. That there are certain qualities of mind, which, outside of the influence of education, belong to woman as woman, I cannot for a moment deny. The great problem is to distinguish what is innate from what is the result of her peculiar position and life-long surroundings. It appears to me that the original difference in the mental characteristics peculiar to woman, lies not so much in any contrast of her intellectual powers with those of man, as the greater natural strength of certain instinctive emotions. For example, what in man is simple love of offspring, is intensified in woman to that inexpressible yearning called the maternal instinct. How beautiful this provision which nature has made for the preservation of the race. How few would survive the innumerable dangers, the pains, diseases, and restless wants of infancy, were it not for the untiring watchfulness of a mother's love. No human being could reach maturity but for the sacrifices which a mother's devotion instinctively makes. "When a mother doth forget her child, men lift their hands and cry 'A prodigy!'" She is the preserver of the race.

Another radical distinction of the sex, is a quicker susceptibility in childhood to moral impressions. Girls appreciate earlier and more readily than boys the boundaries of right and wrong; as though God had declared in the superior delicacy of conscience he gives to woman, that she should be the guardian of the public virtue.

The only original difference of intellectual power consequent upon sex, that I have been able to perceive in years of observation, is the earlier activity and quickness of girls in the growth of their perceptive faculties. This earlier development of the sex, however, furnishes no foundation for reasonable doubt as to her comparative intellectual strength.

Gathering up the shreds of our argument thus far, we have found, I trust, that woman is endowed with all the mental elements—with faculties, feelings, desires, volitions, equal in number and identical in kind, with those of man—but that nature has superadded to these the sexual distinctions of superior delicacy of conscience, an

earlier maturity of intellect, and greater intensity of parental affection.

Can there be found in all this any valid basis for an opinion that the education assigned to her by public opinion, is adequate to her full intellectual and moral development ? Does not the keener moral perception, the stronger instinct, the earlier activity of intellect, constitute a reason even for a more complete and careful culture ? Certainly the higher the endowment the greater the necessity for its discipline, and the more terrible the consequences that flow from its perversion and abuse.

If to woman has been entrusted, by virtue of her organization, the care of infancy, the training of childhood, and in a certain sense the guardianship of the public morals, what wonders for the advancement of society might she not accomplish if she were fitted for these duties by a wide and generous cultivation ?

These three qualities, which find naturally a higher manifestation in woman, are the only mental characteristics which divide the sexes. All other differences in character, power, habit, manner, and language, which are observable in real life, result, I verily believe, from the wider opportunities for observation and intellectual attainments, the graver responsibilities, the weightier and more numerous public enterprises that are accorded to man. Men monopolize almost all the learning of the world. Men perform those labors of original research which result in the discoveries of science. Men are the authors of the masterpieces which become standards in thought and style. Men produce, mainly, those wonderful creations of fancy which find expression in poetry, painting, sculpture, and music. Men have perfected the inventions by which steam and electricity have so changed the conditions and multiplied the events of modern life. Men engross the skill and success in trades and handicrafts. Men occupy mainly the pulpit and the rostrum. Men wear the judicial robes, fill the editorial chairs, and men deposit the ballot. But does all this show on the part of woman any inferiority of intellectual endowment ? Can natural capacity avail if opportunity be wanting ? Is not learning the fruit of steady and protracted application ? Is not artistic skill the reward of persistent and long continued practice ? Are

not invention and discovery preceded by life-long investigations? Does the editor, the orator, or the judge, spring into life in full panoply? And has society ever given to woman the advantages which encourage application, and practice, and investigation, of which learning, and artistic skill, and original discovery, are the results?

On the contrary the doors of colleges, and universities, and professional schools, have been closed and double barred at her approach. The savans raise their hands with horror at the idea of giving to her any general admission to the higher walks of philosophy and science. Public Opinion, that terrible tyrant, has declared that her highest intellectual longings must be satisfied with the fripperies and superficial mummeries of the boarding school. Society proclaims that intellectual greatness is incompatible with feminine beauty and grace, and that the attainment of the one is the sure sacrifice of the other;—as though grace and beauty were not naturally heightened by the accession of genuine power. True, she has gained an insecure foothold in certain departments of literature, and has attained, in numerous instances, to eminence—especially in fiction and poetry—but she comes to these even without adequate preparation, trammelled by the popular demand that she shall handle her topics with a gingerly and delicate touch, and not by any means presume to write like a man.

Now, any class, male or female, is apt to accept quietly its position in the framework of society, whether rightly or wrongly assigned to it, and very few, either of men or women, have the hardihood to pass the limit where the general sentiment commands, with inflexible sternness, “thus far shalt thou go and no farther.” Give to any class of men, for example, an inferior political status—deprive them for generations of all participation in the affairs of government—take away all stimulation to wide and comprehensive thinking, and let the nation demand of them the labor of the muscle alone, and they will answer the necessities of their condition by becoming ignorant, stolid and muscular. That is, they respond, with few exceptions, to the general expectation and desire, believing of themselves what the world believes of them. “*Possunt quia posse videntur.*”

Now, the world has assigned to woman her place, which she has submissively accepted. It has accorded to her a high social rank, and she has responded by becoming man's social superior, deciding for him all questions of social propriety. It has demanded of her a high æsthetic culture, and she meets the demand by a keener discernment of whatever is tasteful, and beautiful, and appropriate. Offensive epithets and rough language rarely pass her lips, and in her presence the unseemly jest and the rude oath are nushed.

But the world, while it yields to woman great social consideration, and a sincere deference in matters of taste and propriety, withholds from her all incitements to great intellectual effort; gives her no voice in settling questions of public utility, no share in those graver responsibilities that strain every energy to its utmost. It requires that she should be man's help-meet only in the lower phases of life. It demands her constant presence in the sick room, but shudders if she attempts to write the prescription or handle the scalpel. It demands her attendance at the chapel, but excludes her from the pulpit, and piously winces when her prayers become audible.

To all this woman has yielded assent—has, in general, accepted the sphere which society assigns her—a sphere which in many instances cramps her usefulness, by forbidding her the labors for which she is best fitted, and by confining her to employments for which she has no adaptation, depriving society, in many individual cases, of great ability, by turning it into uncongenial channels, and compelling it to expend itself upon comparative trifles.

Such are the obstacles which prejudice has, from time immemorial, set up to the possession by woman of that complete liberty of choice in culture and pursuit which is claimed and exercised by man. The paths which popular applause open to us, attract multitudes of willing feet, but the adamant walls of popular prejudice—how few have the courage to scale!

Yet this wall has been scaled by women enough to prove that judgment, which places her sex on a plane of intelligence lower than man, to be fallacious, however sanctioned by time.

Women have been found in all ages, who, even without special

preparation, and against the prejudices of their times, have won their way to eminence in all those branches of literature, art and science that lead to the advancement of civilization. Madame De Stael was hardly inferior to Voltaire and Rousseau as a vigorous writer and thinker. Madame Roland, an ardent republican and a woman of wonderful power, was the leader of a celebrated political club during the terrible times of the French Revolution. Joan of Arc, a peasant girl, led the army of the French to victory, and saved the kingdom from destruction. Aspasia, of the classic period, was the most eloquent of orators. Anna Dickinson now enjoys a similar distinction. Miss Mitchell is reckoned among the most profound of astronomers. Few have made greater attainments than Mrs. Somerville in physical sciences. Among painters, Rosa Bonheur is distinguished—among sculptors, Harriet Hosmer—among poets, Mrs. Hemans, Mrs. Sigourney and Mrs. Browning. Charlotte Bronte and Harriet Beecher Stowe stand high as writers of fiction, and the latter has done more probably than any other writer towards effecting the extinction of American slavery. As monarchs, Elizabeth of England, and Isabella of Arragon, are prominent on the pages of history. As a missionary, Mrs. Judson is revered throughout christendom. As a preacher, Antoinette Brown holds an honored place. Mary Lyon was at the head of her profession as a teacher, while for her services to our soldiers as a surgeon, Mary Walker has received the thanks of Congress.

But why should I attempt to enumerate the numerous instances in which women, without help of the institutions of learning open only to men, and by dint of their own energy alone, have risen above the level of mediocrity to help the onward progress of the world. Mrs. Hale, in a dictionary of distinguished women—has gathered 2,500 names honored by history in science, art, literature, philosophy, politics, government, philanthropy, and religion. And if woman has done so much in a public capacity, outside the sphere allotted to her by common consent, and unaided by schools of preparation which men enjoy, how much more of public good might she not accomplish if these agencies were in her favor? This long roll of distinguished names proclaims what she can do, and all we ask is that she should have unlimited access to every

existing facility for education, so that what she can do she may be enabled to do well. Overthrow every obstacle, level every barrier, whether of prejudice or of custom, to the dust; welcome her to every institution of learning, to all employments and professions, high or low, which she may choose to enter. Make her man's equal in all privileges and pursuits, and let her choice and capacity decide the rest. Be assured that learning, culture, high intelligence and taste, left to their own impulses, undisturbed by the fears and crotchets of men, will not go far astray. Nor will a wider education prove, as some apprehend, a hindrance, but rather a help, to the prosperity and happiness of the homes over which most women will be called to preside. For knowledge lends a salutary influence to every condition of life, and especially will a more discriminating judgment and wider views enable the mother to act well her part in managing the household, and in the delicate task of moulding the characters of her children into permanent forms of goodness and truth.

Nor need we on the other hand give heed to the suggestion that an enlarged intelligence will divert the attention of women from the interests and employments of domestic life. Beyond question these are the employments to which her sympathies naturally and usually point. Among her increased facilities for scientific instruction, should stand prominent the study of domestic economy. Such special preparation, added to general culture, will dignify these duties, render their performance easier and more systematic, and leave time for healthful recreation and rest. Those who leave these pursuits, which, guided by cultivated capacity, beatify and beautify the home, will be exceptional cases, compelled by exceptional causes, or prompted by exceptional abilities. To the wider, grander work, that such may do for the world, let us extend the means for thorough preparation.

Nor have we ground to fear that an extended programme of studies, unlimited opportunities for self discipline, and the resulting reception of woman into the vocations, professions, and public enterprises hitherto monopolized by men, will at all detract from the delicacy of feeling and modesty of manner which are among her chief attractions. For she is, as we have said before, by reason

of her quicker perceptions of right and propriety, the guardian of public morality and virtue. Men living in associations isolated from women, soon grow rough and coarse, become careless of the proprieties of life, and rapidly degenerate in manners, and dress, and language. Restore her salutary presence, and the roughness and coarseness disappear, the manners are softened, the dress improved, and language restricted to the forms of courtesy. The schools whose pupils are under the most wholesome restraint, are those in which both sexes study and recite together. The excesses and disorders of the ancient college can find no cure so radical and certain as the admission of young women to its dusty halls.

Let American women join generally the gatherings in the caucus and at the polls, and such gatherings would be as quiet and free from confusion as the meetings she frequents in the church and the lecture room.

As woman, by virtue of her superior morality, is largely absent from all conspiracies for the commission of crime, as she far excels man in personal purity, as four-fifths of murderers and felons, and nine-tenths of all drunkards are of the masculine gender, let her, in God's name, be present to dignify every associated effort for the promotion of public virtue, for the extension and security of freedom, for the progress of learning, and for the happiness and welfare of the world.

I have only to add, that in twenty-five years of personal observation in the charge of promiscuous schools, I have found the female student fully equal to the male in capacity for thoroughness in any of the branches of study, whether common or higher. In mathematics, in language, in philosophy and science, she holds her way, "gradibus equis." Unusual talents display themselves no oftener among boys than girls, and dullness, while it furnishes its examples from both, is in fact peculiar to neither.

We offer, then, to the young women who, from time to time, shall resort to this College, a scope for scientific progress and research as unlimited and free as that which we offer to the other sex :

1st. Because all the faculties of the human mind have, without respect to gender, a natural, unquestionable right to discipline and developement.

2d. Because the duties of motherhood, to which God has appointed her, require, for their complete performance, a wide and cultivated intelligence.

3d. Because general intellectual and moral culture will sanctify, elevate and purify the influences of the home, and render it a genuine school for the training of the future citizen.

4th. Because we would enable her to make provision for her own self-support, by a special preparation, to engage in many suitable employments on a footing equal with man, both as to the skill and the remuneration of the worker.

5th. Because we would supply, as far as possible, one great necessity to woman, namely, a means for the culture, and a field for the action of peculiar talents, thus giving relief to the aimlessness of many lives, and adding many noble workers to the world.

6th. Because we would call all learning and culture to the aid of woman in accomplishing her natural mission, the advancement of general morality and virtue.

Gentlemen of the Faculty :

I cannot close without congratulating myself and the Trustees on the high character of the men who are connected with me in this philanthropic enterprise. For accomplishing the noble purposes which these benevolent reforms embody, have you and I received our commissions. The work is great—the reforms contemplated are measurably new, and their wisdom is to be submitted to the test of experiment. Upon our energy—our harmony of counsel and action—our untiring patience and persistent effort, will depend its success. Each of us has his special ability—his special experience, which prepares him for his special work. While we give our best endeavors to the specialties assigned us, let us watch with Argus eyes the interests of the whole institution.

God give us faithfulness and devotion;—God give us mutual confidence—mutual esteem, and mutual helpfulness. Thus shall we be able to gather and concentrate all the elements of strength we possess—and thus, with the Great Father's blessing, will the rolling years bring their full harvest of fruits.

REPLY OF DR. TOWNSHEND.

MR. PRESIDENT :—For my colleagues and myself I desire to say that we feel deeply the responsibilities of the position to which we have been called. I believe we are in more danger of being crushed under a sense of their weight, than of failing to recognize their importance. To you, sir, I feel warranted in saying that the Faculty who have been chosen to share with you in this enterprise, from what they have seen and what they have learned of your experience- and success as an educator, have the fullest confidence in your ability to direct the studies of all the youth that may assemble here, and to control all the affairs of this institution, so as to insure its success. In all your work here we pledge you our sympathy ; we purpose in all things to aid you with warm hearts and willing hands.

To the Trustees and other friends of the institution, permit me to say that we are fully in accord with the advanced position of this school in regard to the course of study. We believe that the physical and mathematical sciences, when acquired, are of more practical value to all the industrial classes than the classics, and in their acquisition are equally, or even more valuable as a means of discipline and development. We are also in fullest sympathy with the provision made here for the education of woman. If man and woman were made to share equally the joys and sorrows, the cares and trials of life ; if they must share equally in the physical, mental and moral developement of succeeding generations ; if woman is to be the consoler and comforter of man in his sorest trials and afflictions, and if it is her duty to be his prompter and inspirer in all that is pure and elevating, it is hard to see why she does not need and deserve an equal education.

Permit me to say, also, that we are most heartily in sympathy with the broad and unsectarian character of this institution. While we regard a christian gentleman as the highest style of man, and will labor assiduously to aid our pupils in attaining that standard, we cannot but express our gratification that the feet of our pupils are not to be tortured or dwarfed by the Chinese shoe of sectarian limitations.

P O E M ,

BY PROF. H. W. PARKER, OF JOWA COLLEGE.

THE IDEAL FARMER AND HIS WIFE.

The American Farmer—son of the Sun !
Bronzed with a glow from its glory won ;
As free as the air it is heaven to inhale,
And strong as the steeds of the prairie gale ;
Lord of his castle and broad domain,
The herd his vassals, the flock his train,
And rich in the coin his granaries hoard,
He sits at the head of his bountiful board,
And laughs at the crowded world afar,
Buzzing with ceaseless commercial war.

Behold him at morn !—his polished plow
Traces dark lines with its silver prow,
Writing the verse in alluvial mould
The summer shall print in letters of gold,
And set to the trill of the oriole's tune.
Behold him at rest in the languid noon,
Stretched on the grass and cooled by the breeze,
His kingly pavilion the glistening trees.
Behold him at eve ;—the evening his own,
Home-joys are his that to few are known ;
The russet is brought from his last year's store ;
His fruity-faced children play on the floor,
And his wife, her cheek like orchard bloom,
Is the crown, the queen, of the cheerful room.

That mine of riches—that farmer's wife !
How busy and happy and proud her life !
From her pans she "pans out" her rolls of gold,

And her eggs are all nest-eggs of wealth untold ;
 It tries not her patience to try out her lard,
 And her lot, like her bread, is never hard ;
 She knits her stockings, but never her brows,—
 Gives the fowls a dressing, but not her spouse.
 Oh, busy and happy and proud the life
 The farmer lives, and the farmer's wife.

Is the picture too fair, too rosy its glow ?
 Tell us, thou husbandman, John or Joe !
 What are thy musings the livelong day,
 Or home returned in the twilight gray ?
 What honest pride, what bliss of health,—
 Of peace, content, what conscious wealth ?
 What converse with Nature ? what hidden lore
 Wiser than books, is it thine to explore ?
 What science untaught, in schools unheard,
 Of soil and plant, or of beast and bird ?

John—who is one of the rarer kind,
 Sunny in heart and searching of mind,
 Replies in few words ; “Ah, well do I know
 Life's flowers and briers commingled grow,
 And man may pluck, if he so desires,
 The flowers alone, or only the briers.
 One thorn there is—I feel it in truth—
 The lack of a studious habit in youth.”
 Thus worthy John. Is he right—is it so ?
 Come, give us thy mind, thou frequent Joe.

“Wal, now, I guess,” Joe answering says,
 “A ruther hard time on't the farmers hez ;
 There's nuthin to think on but work and eat,
 And arter his chores a man is dead beat ;
 An' there's ollers bad luck a feller frets,
 High price an' low price, notes an' debts,
 An' breachy critters, an' losin' a hoss,
 An' somehow the gain's no more 'an the loss.

I was down with the rheumatiz May and June,
 An' the seed wa'nt sown the right o' the moon.
 The sheep's got foot-rot an' market is down,
 An' wheat I kept, hopin' prices come 'roun' ;
 An' wife, she is kind o' droopin' jest now,
 An' the chil'en took sick, I can't tell how ;
 I'm sartain we gin 'em plenty of pills,
 But a bilious fever brings doctor's bills.
 Wal, honest folks—they must ollers work ;
 It's only your village sharpers can shirk."

Thus Joe discourses : alas, how the real
 Kicks over the pail of the creamy ideal.
 If Joe were honest, there still would be
 Some milk remaining for poetry's tea.
 But he keeps, 'tis said, the strippings apart
 When he vends his milk by the pint or quart ;
 There's a tallow-faced hue in his butter and lard,
 And his four-foot wood is cut—by the yard.

Is it then but a dream—this son of the soil,
 Noble and wise in his primitive toil ?
 Hail, these fair halls ! ye teachers, hail !
 Hence shall go forth no sitters pale,
 Brooding fine words, and those of an age
 That has reached the hydrosulphuric stage,—
 A diction not freshened by daily resort
 Direct to the sea-side of Nature and Art.
 None shall go hence, who, when they are "through,"
 At a loss what the Lord has formed them to do,
 Save longer to paddle in learning's pool,
 Must enter perforce a professional school.
 But hither shall come and hence shall go
 Youth who their earnest work shall know—
 The farmer's son and the artisan's boy,
 Whose father's calling is honor and joy.
 In mind and muscle strong and skilled,
 By them our ideal shall grandly be filled—

The workman's name be a name of pride,
By knowledge and character glorified.

True, from this vine in its verdant June,
Some "common branches" we may not prune.
Our mother-tongue will be cherished here,
And grandmother (gram-mar) held very dear,
So far as to teach that a man is a elown
Who hitches one horse to a plural noun ;
Is a Teuton profane with too many a "got " ;
Avows he's a toper in saying "I sot,"
Is "a settin" what ? traps? when he sits,
And that verbal murder, "I done it," commits.
For the rest we may hope that here the young
Will begin, not "commence," the Saxon tongue ;
And that Mother Nature will find a place
As broad and fair as her beaming face,—
Will be seated near the sovereign throne
Which He—the Great Teacher—may claim alone.

The ticking pendulum of rhyme
Measures too soon my share of time.
The prosy people—let them flow
Like hour-glass sand—as dry and slow ;
My "winding up" shall not be found
A clock that runs the more 'tis wound.

Would there were time the life to trace
Of one complete, who leaves this place
To sow his knowledge with his seed,
And reap far more than mortal meed.
What if his corn be not increased ?
He is a mind—a man—at least,—
Not a machine like that he rides,
Not like the plodding horse he guides ;
He reads in plant and soil and sun
Wonders undreamed by Solomon.

Or might we track his after course,
 Who ponders here the laws of Force.
 He sees in every breath of steam
 Shot from yon mill, a cloudy stream,
 A mammoth power dissolved in air.
 He builds a township laundry there,
 And frees the world—its hapless wife—
 From bondage to the plague of life.

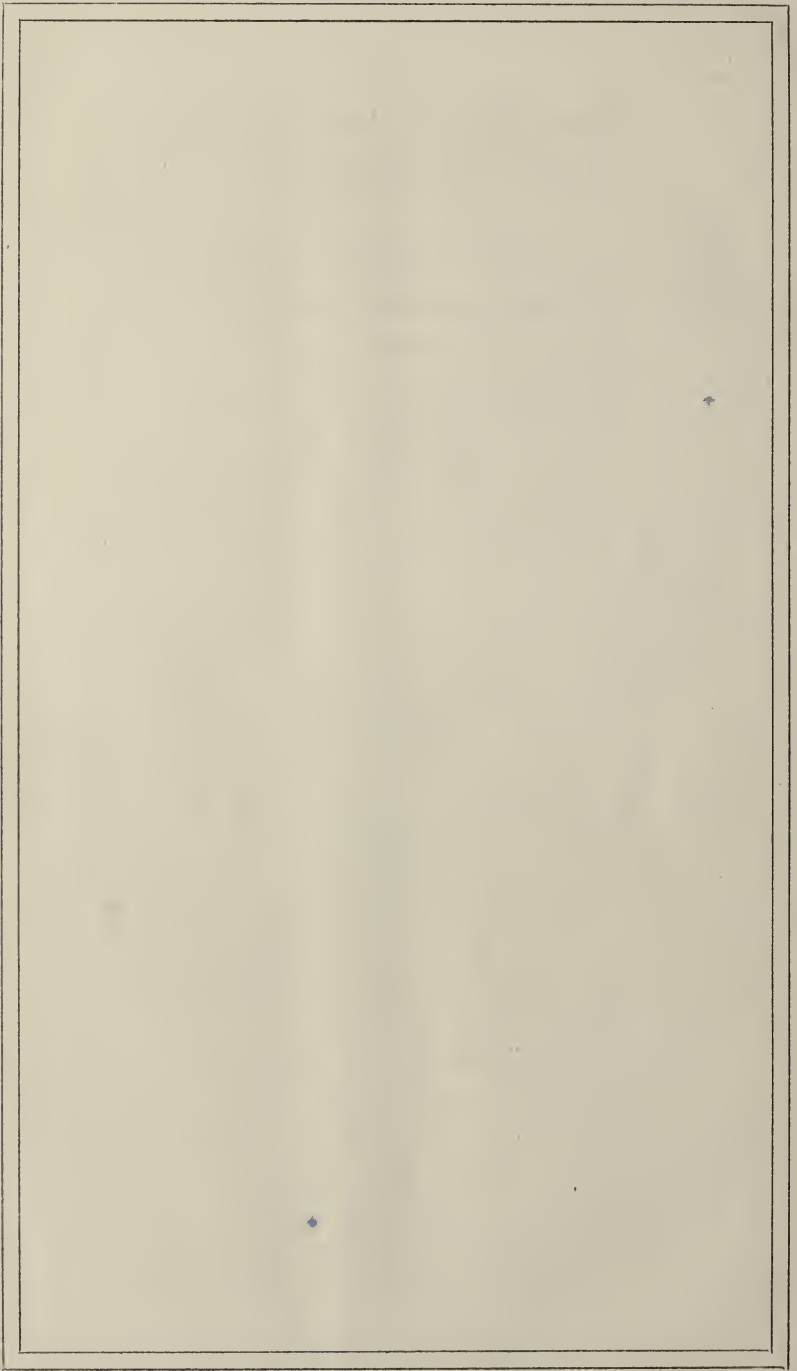
But who the happy change may guess
 When women takes her proud B. S.* ?
 Smile not ! She *is* in nature's plan
 Chemist and doctoer to every man.
 Shall she, through seientifie lack—
 Shall she— the duck—be but a quack ?
 Doubt not ! O'er all her daily toil
 Seience shall pour its wine and oil—
 The skill that smooths her weary way,
 The light of thought's perpetual play ;
 This and religion are the wine
 Shall make her lowly life divine.

Far East, a convent, fair and new,
 Looks off on Lake Cayuga's blue ;—
 No cross surmounts its ample walls,
 No pietured saint adorns its halls ;—
 A marble goddess guards the place—
 Minerva—wisdom, strength and grace.
 Wouldst know the name it wears ? It tells
 Of one, the generous founder—WELLS.
 On that same lake there gazes down,
 High o'er a hill-embosomed town,
 A monastery—the latest home
 Of all learning, with naught of Rome
 Save the angelic mellow chimes
 That link the new with elder times.
 And stone by stone the buildings rise,

*B. S. Bachelor of Science.

Bearing aloft to greet the skies
A name the world shall treasure well—
Large-souled, munificent CORNELL.

Well done, O East, but not the best!
Here in the fresh and fearless West,
We smile to think of monks and nuns.
We dare to trust our noble sons;
We dare to trust creation's Lord ;—
His chorals give no ill accord ;
The manly and the maiden mind
Together grow more bright, refined.
That place is holy ground and sweet,
Where earth and heaven together meet.





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